

Spring 5-10-2019

Leadership and Management

Michael Flanagan

University of Maine, michael.flanagan1@maine.edu

Follow this and additional works at: <https://digitalcommons.library.umaine.edu/etd>



Part of the [Leadership Studies Commons](#)

Recommended Citation

Flanagan, Michael, "Leadership and Management" (2019). *Electronic Theses and Dissertations*. 3035.
<https://digitalcommons.library.umaine.edu/etd/3035>

This Open-Access Thesis is brought to you for free and open access by DigitalCommons@UMaine. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of DigitalCommons@UMaine. For more information, please contact um.library.technical.services@maine.edu.



The University of Maine Interdisciplinary Master of Arts Program

Leadership and Management

by

Captain Michael P. Flanagan, United States Marine Corps

Associates of Arts: General Studies
American Military University, 2008

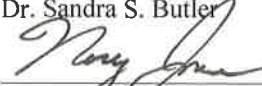
Bachelors of Science: Criminal Justice
University of Mississippi, 2013

Interdisciplinary Studies IDS 699 Final Project submitted to the University of Maine Graduate School in
partial fulfillment of the requirements for the Master of Arts in Interdisciplinary Studies; Leadership and
Management Degree

Signatures of the Committee:



Dr. Sandra S. Butler



Dr. Nory Jones



Dr. Gail B. Werrbach
Chair Presiding for the Committee
Master of Arts in Interdisciplinary Studies

Table of Contents

i. Abstract

Chapters

I. Introduction

II. What is Leadership?

a. Themes of Leadership

III. What are the Effective Characteristics of Leaders?

a. Preparation, Training, Attention to Detail, Eradication of Toxicity

IV. What is the difference between Leadership and Management?

a. Leadership as Transformational

b. Management as Transactional

V. Recommendations

a. Recommendations: Start With Why, Blended Themes, and Defined Leadership Styles

VI. Conclusion

ABSTRACT

This research paper reviews several themes on leadership evident in the literature (e.g., Cunningham, Salomone, & Wielgus, 2015; Fairholm, 2002; Hodgkinson, 2009; Sinek, 2011). Examples from the military and civilian sectors are also used to explore definitions of leadership. Each theme is examined and evaluated for optimal opportunity and efficiency in an attempt to improve the reader's leadership ability. Characteristics of effective leadership are also explored in order to describe key elements of leadership ability (Boyd, 1987). The paper also surveys some of the literature on the differences between leadership and management in order to further delineate the management components of effective leadership (e.g. Bass, 1985; Burns, 1978; Fairholm, 2002). Finally, recommendations on the cross pollination of leadership themes, and the characteristics, habits and management styles of effective leaders, are made in order to better inform the reader of methods of improving both personal and professional leadership skills, qualities and attributes.

Introduction

Four-star U.S. Army General and former Secretary of State Colin Powell stated that, “Leadership is solving problems. The day soldiers stop bringing you their problems is the day you have stopped leading them. They have either lost confidence that you can help or concluded you do not care. Either case is a failure of leadership.” (Powell, 2019). This research paper explores the elements of successful leadership across military and civilian settings, and focuses on three exploratory questions: 1). What is leadership? 2). What are the characteristics of effective leaders?, and 3). Is there a difference between leadership and management?

My interest in further understanding of successful leadership comes from my 20-year career as a military practitioner and current officer in the U.S. Marine Corps, in which I have both experienced and provided leadership. During the summer of 2012, Marine Corps Officer Candidates School included a course titled “Noblesse Oblige” (a French phrase meaning, *nobility obligates*). The setting of the course was in the medieval era and the instructor utilized an analogy in which the military officers of the time, the *knights*, were considered noblemen, and the enlisted service members were to be their subordinates. On its surface the course seemed highly presumptuous, as it broadly compared nobility to peasants or commoners. As the lecture went on, I was surprised to learn that the intended implication was far from my initial assumption. Military officers have an obligation to their troops to act as servant leaders. Officers are enabled by their commission to hold a higher office, but this may never be misconstrued as a role of the entitled to the less fortunate. Officers are obligated by the weight of their commission to hold themselves to a standard that always places their troops first, and to

look out for their welfare without exception. At the root of the lesson, nobility obligates the leader to always serve their followers.

The second example is heard throughout the U.S. military: “Leaders Eat Last.” Sinek (2013) describes this leadership approach within the military, by explaining that members in the military in leadership positions are required to lead by example, and that failure to lead from the front is looked upon as an inexcusable violation of the code of military service. Officers are always reminded of their duty to their service men and women. Service members are never to see their leader sitting down eating a wholesome meal while they wait in line. By comparison, managers in a civilian workforce may direct that their program managers set appropriate leadership examples (“eating last”), however the peer on peer pressure seen in the military does not always exist in civilian work settings. What then is the difference in leadership in the civilian sector? Why do some organizations succeed in bonding together behind a leader with a vision, and some fail? This paper examines the themes, characteristics, and practices of successful leaders.

What is Leadership?

A review of the literature on leadership highlights various leadership themes. When looking at the broad question, What is leadership?, research indicates that,

Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals, a process whereby one person exerts social influence over other members of the group, a process of influencing the activities of an individual or a group of individuals in an effort towards goal

achievement in given situations, and a relational concept involving both the influencing agent and the person being influenced.” (Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012, p. 192).

Cunningham, Salomone, & Wielgus (2015), and Farling, Stone, & Winston (1999) provide themes of leadership, which serve as a point of departure to answer the leadership question. These themes are generally exclusive of one another, but each offer a different perspective:

Coaching Leadership: Team coaching is the sum of one-on-one coaching and mentorship that is derived from athletic training (Hawkins 2011) which includes five different techniques: “Commissioning, clarifying, co-creating, connecting, and core learning.” (Cunningham et. al., 2017 p. 5). In this style the team is oriented on pulling together to define goals, promote teamwork, and identify possible outcomes which focus on the team’s ultimate mission (Hawkins 2011). To expound upon those techniques an additional acronym is recommended in the coaching style of leadership, the GROW formula: Goal Setting, Reality Checking, Options, What is to be done (Whitmore 2009). Effective coaches must be able to rally the team into action by creating an environment that is future focused, and wholly understanding that that future looks very bright (Hicks, & McCracken 2011).

Strategic Leadership: In this leadership style, vision is the focus of emphasis. A strategic leader must anticipate gaps and uncertainty, and plan for worst case scenarios. Staying one step ahead of the market and one move ahead in the chess match, the strategic leader is not compromised by change, but rather has been anticipating it with a mindset that is prepared to solve the equation (Dumais 2010). In the article, *Leadership Excellence*, six elements of strategic thinking are identified, “anticipate, challenge, interpret, decide, align, and learn”.

(Cunningham et. al., 2017 p. 6). Strategic leaders possess the ability to look at problems from an outsider's perspective, arriving at non-traditional solutions which may cause their followers some initial frustration until the vision is fully understood. This period of uncertainty can be utilized as a teachable moment for those who are in subordinate positions, in an effort to illuminate outside of the box ideas and thinking (Krupp & Howland 2013). Due to the non-traditional (forward focused) vision of the strategic leader, it is imperative that he or she leads by example in all things, and creates an environment that motivates subordinates to follow in step, as their initial ignorance of the leader's vision can cause concerns for followers (Hatami, Prince, & Valdivieso de Uster, 2013).

Laissez-Faire Leadership: Laissez-Faire Leadership is simply allowing subordinates to approach problems and solutions any way that they see fit. This form of leadership directly contradicts the Bureaucratic style of leadership, as the leader does not provide policies or force functions that the followers must capitulate to. Decision-making is done at the lowest level, by the subordinate, during project planning and executing (Hodgkinson, 2009). This style of leadership can be perceived by the staff as a lazy style of leadership which lacks direction and control, causing diminishing returns in performance (Avolio, Howell, & Sosik, 1999).

Bureaucratic Leadership: A direct opposite of the Laissez-Faire style of leadership, this style is governed through strict policies, regulations, and procedures. This style of leadership can cause the stifling of initiative, and the decrease in morale if managed incorrectly. This style when improperly executed can hurt a team more than it helps a team (Hodgkinson, 2009). This style can be observed in some cases by leaders who are insecure in their knowledge base or abilities to function as a manager, which normally manifests in micromanagement of the staff,

creating poor working conditions, as the leader becomes fixated on project failure or the production of mediocre statistics (Hodgkinson, 2009).

Autocratic Leadership: This leadership style shares some similarities with the Bureaucratic Leader in that this style of leadership enters a given scenario with clearly defined rules and regulations, and the leader makes absolutely clear that he or she is in charge of the given operation. Exacting detail is given to the staff for procedural instructions, and decisions are made without much input from staff members. The team is not normally provided with the “why” of any of the planning or execution, but is rather, simply informed to perform. This leadership style requires absolute loyalty from the followers, under the guise that swift punishment be levied for those who do not meet task deadlines or preferred outcomes. (Giltinane, 2013). One main disadvantage to this style of leadership is that the process improvement recommendations from the staff towards planning and execution are not normally sought after. This causes a vulnerability in a vacuum approach towards planning, and can add to poor risk management or missed opportunity for success (Cunningham et. al., 2017).

Democratic Leadership: Democratic leaders tend to solicit input from team members when making decisions during planning, and throughout execution. This team-like atmosphere tends to foster initiative and bring out subordinates’ best responses regarding work performance. This approach to leadership is often considered to be transformational leadership, which can shift attitudes and motivations in a positive trending direction (Cunningham et. al., 2017). One noted disadvantage of this style of leadership is that it can become laborious and cause time lags when all parties are invited to add inputs (Cunningham et. al., 2017). A 2010 theoretical implication study of leadership found that in complex project management, transformational leadership is preferred. Transactional leadership was found to be most effective when less complex project

management is being executed, as team members felt more involved in decision making and course of action development (Muller & Turner, 2010).

Servant Leadership: Servant leaders place subordinate needs in direct competition with, and ahead of their own. This leadership theme is further developed through variables provided in the literature review by illustrating that servant leaders demonstrate: vision, influence, credibility, trust, and finally, service (Farling, Stone, & Winston, 1999). Greenleaf (1977) states:

The servant leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead... The difference manifests itself in the care taken by the servant - first to make sure that other people's highest - priority needs are being served. The best test, and the most difficult to administer, is: Do those served grow as persons? Do they, while being served become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit or, at least, not be further deprived (Greenleaf 1977 p. 13-14).

Fairholm (2002) provides additional perspectives on leadership and suggests, a cross pollination of all are effective in order to provide efficient leadership: Leadership as Scientific Management, Leadership as Excellence Management, Values Leadership, Trust Cultural Leadership, and Spiritual (Whole Soul) Leadership.

1. Leadership as (Scientific) Management – In this perspective there is a clear line between the responsibilities of the leader and the laborer. The main leadership focus is to separate the planning phases of leadership from those who will be executing the work, by ensuring that effective usage of available resources is leveraged towards any given activity,

allowing the subordinate to focus solely on execution, and not being bogged down by planning. In this framework, the leader utilizes a system of appraisal and reward to incentivize the performance of each noteworthy member of the team, in an effort to optimize performance. Budgeting, scheduling, and overall coordination is maintained at the highest echelon, allowing the practitioners to simply focus on the task assigned (Fairholm, 2002).

2. Leadership as Excellence Management – This leadership modality puts subordinates first within the organization, and creates an environment where a concerted focus on quality of products or development output is held in highest regard. Fairholm (2002) states that, “The general framework of leadership as excellence management revolves around an organizational cultural change based on a management philosophy of meeting customer requirements through continuous improvement of people, process, and product” (p. 65). In the business world the Total Quality Management movement (TQM) of the 1980’s is an example of putting this corporate model to use in a management setting. Ross (1993) identified five important steps in total quality managerial leadership: 1) A leader must define the mission, 2) The leader must identify the desired system output, 3) The leader must mark identification of the customer/utilization, 4) The leader is responsible for the negotiation of the customer requirement, 5) The leader must promulgate specifications to the supplier, 6) The leader must then task organize the required activities to fulfill that mission.

As an example within a military setting, leadership as excellence management can be seen in the large, bold print sign that hangs on the wall at the Installation Processing Administration Center (IPAC) in Quantico, Virginia: “Figure out three ways to say yes, before you say no.” This is a requirement from the administration officer-in-charge to the Marines on his or her staff who are responsible for the timely and accurate paperwork filing and

administration for all service members aboard Marine Corps Base Quantico. The leader of that unit is unwilling to have customers leave with questions unanswered, or tasks incomplete due to employee oversight or laziness. This type of leadership becomes infectious, creating an environment that promotes initiative, quality customer service, and transparency in business practices. Positive personality philosophies and characteristics like these are germane and common to great leaders (Claxton, 2004).

3. Values Leadership – The values which leaders nurture and impress upon their staff members need to be rooted with moral and ethical considerations. Having a working knowledge of a leader's intent allows the staff to operate autonomously of their supervisor, as they have been trained and cultivated in an environment that values honesty and quality work output as their principle organizational goal (Fairholm 2002). Kidder notes that, on values based leadership that, "...gives us a foundation for building goals, plans, and tactics, where things really happen and the world really changes. It unifies us, giving us a home territory of consensus and agreement" (Kidder, 1995 pp. 9).

4. Trust Cultural Leadership – The trust cultural leadership model focuses wholly on interpersonal relationships between the leader and the subordinate. The building of trust between a leader and his or her followers is the quintessential ingredient for success within the organization, and although it is not expected that the two be unduly familiar, it is imperative that the trust and bond exist to provide an environment where mission accomplishment is met. Rosenbach & Taylor (1989) make the claim that the qualities found in good leaders are the same qualities that we find in good followers. It is not that difficult to imagine a scenario where this makes sense. Most institutions, businesses, and organizations exist in a hierarchical model, and within those models, some level of elevation and promotion occur. With the exception of when

top tier talent is recruited from Fortune 500's, the Ivy League, and the like, at some point the follower is placed into a leadership position on their ascension to the top, as current headhunting practices aim to place only highly skilled persons directly into management roles. To circle back to Rosenbach and Taylor (1989), it only makes sense that when examining potential for promotion, those who are in leadership roles seek to find followers who are coachable, smart, and hardworking. The reliance on trust created between the employer and employee is an essential element to the Trust Culture, and goes hand and hand with building a loyal and credible team (Fairholm, 2002).

5. Spiritual (Whole Soul) Leadership – This type of leadership involves the ability to develop subordinates beyond the scope and boundaries of the job at hand, and reaches a very personal level. This model includes and is not limited to professional development, education, guidance, mentorship, and setting of conditions for the fostering of continual personal growth.

Spiritual, or whole soul, leadership is the integration of the components of work and self - of the leader and each follower - into a comprehensive system that fosters continuous growth, improvement, self-awareness, and self-leadership so that leaders see each worker as a whole person with a variety of skills, knowledge and abilities that invariably go beyond the narrow confines of job needs (Fairholm, 2002 p. 85).

Jacobson (1994) describes spirituality in the workplace as a view and perception of the world and an acute awareness of our surroundings, which allows a leader to guide their subordinate's development with an emphasis on the individual's holistic wellbeing. Putting the focus of emphasis on the individual's holistic wellbeing allows the conversation between the leader and the follower to take place in a manner that shows respect for the subordinate's beliefs,

but also shows the genuine care of the leader. This spiritual whole soul approach is not necessarily tied to religion, but to the development of the whole person. Fairholm (2002).

In summary, a wide array of literature is provided by multiple authors describing and defining effective leadership, how it is enacted by the leader, and how to leverage those characteristics to better serve as a leader within a given organization. A combination of themes, are effective in improving one's ability to serve in a leadership capacity.

What are the characteristics of effective leaders?

It is critically important that military practitioners are effective leaders. My first exposure to a sterling example of a Marine Corps leader was the day that I met Staff Sergeant Luke J. Mercardante. Everything about SSgt Mercardante screamed leadership: His immaculate uniform appearance, physical stature, impeccable haircut, commanding presence, and even his oozing levels of motivation during speech. What was it that made him different from the other Staff Sergeants? His preparation, training, attention to detail, and unwillingness to accept anything other than positive, perfect, and appropriate actions. Staff Sergeant Luke Mercardante embodied the characteristics that Marines aspire to achieve. (Killed in Action 15Apr08 Afghanistan). The following research shows effective characteristics and habits of leaders. Four characteristics are developed to illustrate effective characteristic practices: preparation, attention to detail, training, and avoiding toxic habits.

1. **Preparation:** Preparedness is a key tenant within leadership. A leader must possess the ability to foresee problems, diagnose them, and develop solutions for a range of different scenarios. Boyd (1987) develops Boyd's Theory the "OODA Loop" as an optimal leadership

habit that can be utilized during any planning evolution, but more notably during time critical periods, or while under duress as a leader. In this theory, OODA stands for Observe, Orient, Decide, and Act. The theory was created by legendary U. S. Air Force fighter pilot Lieutenant Colonel John Boyd who coined the term while teaching at the war college about aerial dog-fighting. It allowed the pilot being engaged in combat to out cycle or out maneuver his adversary. We use this technique subconsciously every day, but would not recognize it, or become proficient at it without practice.

By utilizing the process of OODA, the user first *observes*. It is here where the available variables and current situation in problem framing are analyzed. This critical step can often be hampered by time, when only a given percentage of information may be readily available. All data injections are equally important, but the faster that a leader can make observations on the problem, the better the overall situational awareness will be (Boyd, 1987).

Next comes the *orientation* phase. During the orientation phase, leaders simply gain their bearings and list out known-knowns, known-unknowns, and sets their sights on his target, goal, or desired outcome. Posturing during this phase is important, as leaders must position their staff, and be prepared to have them execute the intent during this phase. By properly setting conditions for success during the orientation phase, all players are put on the same mental timeline and framework (Boyd, 1987).

Next comes the decision-making in *decide*. This is the critical juncture in leadership where the burden of command comes to rest solely on the shoulders of the leadership. The leader must be responsible for whatever decision is made, but also must make a decision that is as well-educated, informed and efficient as possible. Leaders of all varieties utilize different

methods in coming to a decision point, but during this phase, it is essential that a leader must not waiver. A decision point must be made, and must be promulgated for the staff to fully understand the leadership's direction (Boyd, 1987).

Finally in Boyd's Theory, is the *act* phase. This is the sum of all of the calculations that leaders make right up to the decision point, and requires that leaders disseminate their information in a manner that allows the team to follow the intent without question. The action is simply ordered and executed. Boyd makes clear that any of the steps may be quickly redressed and recalculated in order to address variables and change throughout the planning process. Throughout all phases of OODA, the continuum of time is critical.

When discussing Boyd's theory of OODA Loop as it pertained to the first Iraq war, General Charles Krulak, the 31st Commandant of the Marine Corps stated that, "The Iraqi army collapsed morally and intellectually under the onslaught of American and Coalition forces. John Boyd was an architect of that victory as surely as if he'd commanded a fighter wing or a maneuver division in the desert." (Richards, 2012, p. 3) LtCol John Boyd was not present during the invasion of the Persian Gulf, but his leadership theory and mental habits allowed for a decisive and scaled U. S. victory, unparalleled in modern day combat. Leaders think faster than the other team, and have a strong bias for action. (Boyd 1987).

2. Training: Training one's replacement is counter intuitive for someone who has climbed the ranks within any organization. Often, leaders reach the highest echelons of an organization through skill, competitiveness, and sheer determination. In order to develop a team that can excel under any conditions, including in the absence of their leaders, it is an important habit that leaders should be prepared to train their replacement (Brooks 2016).

During his entire political career, Dwight Eisenhower carried a small piece of his paper folded in his coat pocket that read,

Take a bucket and fill it up with water, put your hand in—clear up to the wrist. Now pull it out, the hole that remains is a measure of how much you will be missed. The moral of this quaint example: to do just the best you can, be proud of yourself, but remember, there is no indispensable man (Brooks 2016, pp. 63).

It is a responsibility of every leader to train their replacement. Often times within organizations, power hoarding or vacuums of information are held at the upper echelons within that unit. It is imperative to any team that leaders train their bench to perform functions at one level above and one level below one another in order to create depth that can absorb the loss, promotion, resignation, or hiring of new staff. In this way leaders can best enhance the practices of their team, and are able to make positive impacts on current, and future endeavors within their organization (Brooks 2016).

3. Attention to detail: “*Sweep the sheds*” is the mantra of the All-Blacks of the New Zealand Rugby team. This team is known as the most successful organization in the history of the sport, who gained their success by building and fostering a legacy of pride, hard work, commitment, and team work. The phrase sweep the sheds was born out of a position that the team took after one of their most humiliating defeated seasons. It required that each member on the (team, rookie, veteran, and even captain) was responsible for sweeping the locker room and cleaning their areas, in addition to the team bathrooms. On its surface, sweeping the sheds seems like a very mundane and unimportant task. It is a statement of something much larger. That team focused their attention on the smallest detail, was humble enough to clean their own spaces

after a hard fought match, bonding together before and after a meet through a ritualistic approach towards winning. The details in leadership matter. The team realizing that not one man is more important than another underscores their commitment to each other and towards the end state: to take home the trophy, as a team. Leaders set the tone for this to occur. Actions like sweeping the shed must be orchestrated by a leader, but must also be bought into by a follower. Attention to the smallest detail is a most important habit of leaders (Kerr, 2013).

4. Eradication of Toxicity: To address characteristics of effective leaders, it is important to also explore what can go wrong. In the realm of all things leadership, the phrase “toxic leadership” is normally associated with that form of leadership that is the antonym of progressive leadership habits. Toxic leaders are often found within alpha type work environments, where abusive behaviors, loud outbursts, posturing, and wanton disregard for the wellbeing of subordinates is prevalent. Toxic leaders are known to break teams down, attack individuals who they perceive to be a threat towards their power, and exhibit behaviors that are self-aggrandizing and self-serving (Lei, Matos, O’Neill, 2018).

When considering the combination of cultures created by toxic leadership and masculinity contest, the common themes are reward and punishment. Those who perform well are often and immediately elevated in rank or position, and those who do not meet the exact mark are ridiculed, abused, and exiled from the group. It is common to find that those who are subject to these toxic environments simply slip into a survival mode of sorts where a dog-eat-dog scenario develops allowing the strong to separate from the weak (Schneider, 1987). This pervasive and toxic modality can serve to turn team members against one another, often in an attempt to seek favor from a toxic leader and in order to escape his or her wrath. Jealousy, infighting, and low morale are often symptoms of an organization suffering under a toxic leader.

In some settings, military included, it often takes a complete overhaul of an organization by removing the leadership in order to correct the situation. By focusing on the positive, and looking to improve upon leadership, effective habits are developed (Schneider, 1987).

In summary, there are many characteristic traits and attributes that leaders espousing for efficiency openly emulate. This research paper includes four key characteristic traits: preparation, training, attention to detail, and the active avoidance of toxicity. By utilizing these characteristics, a leader can set conditions for successful leadership within a given organization.

What is the difference between leadership and management?

It is important to address the differences in leadership and management, and to note that leaders are always managers in one form or another, but managers are not always leaders. As a frame of reference, I will cite an example from the early stages of my career after becoming an officer. I was assigned to a company with a newly appointed commander placed in charge. My life experience as a prior enlisted Marine equipped me with a vast array of leadership tools by which to leverage in order to help the commander to effectively run the company.

A combination of pride, ego, and general lack of leadership ability caused the commander to feel threatened by my presence as a subordinate platoon commander. This officer was well educated, and had set policies, plans, and budgeting priorities that were frankly impeccable, setting the company up for total success. The commander was noted for having a strong managerial background. During the first speech given to the company of 200 Marines, it was evident that a manager is all the commander was. That officers' inability to inspire, transform, and motivate the masses was non-existent. As a result, morale immediately

plummeted, as the Marines lost faith in their leader's ability to move the crowd into action. One can be great at the clerical portions of management, but in order to lead, one must be able to transform and inspire.

Bennis & Nanus (1985) remark on the difference in leadership and management stating that leaders are able to adapt to change, levy their influence, and are effective; whereas managers have mastered routine, are efficient, and aim for accomplishment. In that short but succinct statement, clear parallels exist between the two schools of thought, and the ability to both *lead and manage* exists. Ackerman (1985) compares and contrasts the differences in leadership and management by claiming that leadership is inherently followership that is coupled with a sense of personal attraction to leaders and their vision, where management is followership that relies heavily on positional authority. Burns (1978) and Bass (1985) develop the differences of transactional leadership vs. transformational leadership, likening the former to a management model (this-for-that) which includes incentivizing an employee by making goals, beating deadlines, and outperforming the staff. By comparison, transformational leadership, is part of a values based leadership model that looks to inspire, mentally stimulate, and focus on the individual team member, in an effort to transform them into a better version of themselves, personally and professionally (Fairholm 2002).

Leadership as Transformational: Leaders who adopt a style of transformational leadership differ from those with a pure management style, in that they aim to target popular buy-in from their followers. Burns (1978), and Ensley, Pearce, and Hmieleski (2006) stated that transformational leaders have the ability to attract and inspire followers by appealing to the followers' morals and ideals. Through this approach the follower is best able to adopt ownership of their given task, and reach the highest levels of efficiency when attempting to reach a common

goal. Choi (2006) argues that “followers led by charismatic leaders often show high task performance” (p. 33). A transformational leader may utilize charisma in order to recruit the best results from the team, thus allowing them to agree to the terms of the leader’s vision, and adopt it as their own. By utilizing a transformational style of leadership, long term goals and visions can aid in the promotion of increased output of followers who will tend on going above and beyond what is normally required of them in the course of their duties, and as they become genuinely motivated to improve output (Nguyen 2016).

Management as Transactional: In a stark contrast to transformational leadership, management as transactional is more closely based on an acquisitions type process where subordinates are recognized or compensated for reaching a personal high level of performance, and not as concerned with the success of the team (Waldman, Bass, & Yammarino, 1990). In transactional management, and specifically with path-goal theory, Avolio & Bass, (1988); Evans (1974); House & Mitchell, (1974) state that followers enter into a contract with management that normally includes rewards for good performance, but does not require any creativity by the follower, as the manager has already set expectations for conditions to be met. The manager does not intervene into the subordinate’s business unless the subordinate has deviated from expectations or the contract. Creativity can be significantly subdued within this transactional management approach, as after a personal goal is met, the follower is able to ease effort (Amabile, 1998).

According to Greenleaf (1977), the level of empathy displayed by a leader causes followers to exhibit an immediate and lasting sense of loyalty in the workplace and beyond. In his research Greenleaf states that *servant leaders* separate themselves from those who are

normally viewed as managers only: (a) by cultivating a participatory decision-making process which improves workers self-confidence and pride in their work; (b) through the transparent sharing of news within the organization, negative as well as positive news in order to increase the morale and wellbeing of the group; (c) by delegating control, increasing the power given to subordinates, rewarding the deserving, and (d) by helping subordinates to become more aware and open with one another in order to achieve a shared goal or commonality (Greenleaf, 1977).

In summary, leadership and management are interrelated, but different, each having their own role within a given setting. Through identifying that leadership is transformational, and management is transactional one may improve upon one's efficiency as a leader in order to create a lasting sense of loyalty in the workplace and beyond. Introspection and a constant eye on leadership habits will best garner results to improve morale within the organization (Greenleaf 1977).

Recommendations:

Leaders approach to their followers is one of the most vital pieces of leadership. When addressing followers, instead of simply stating the plan and desired outcome, Sinek (2011) recommends, "Start with Why". Current practices in interpersonal models when dealing with subordinates is to tell them: what, how, and then rarely... why. The first recommendation of this research paper is to flip that model and start with the why. By beginning to illustrate our vision for the future as leaders to our followers, if we simply explain why we are doing what we are doing, we are able to reach the most fundamental need of the human condition by relating to our

personnel that what they are doing matters to us, and that they are part of something larger than one person, or one organization (Sinek, 2011).

The second recommendation of this research paper is to utilize a blended approach of the leadership themes described in this paper in order to properly and effectively calibrate one's leadership perspective when dealing with subordinates. By utilizing some or all of these themes, a leader is better equipped to handle a wide array of issues regarding the fair treatment of their personnel. It matters that one should take pride in the opinion of one's staff (Fairholm, 2002).

The third recommendation of this research paper is to define one's style as a leader, create a plan for one's style, implement your style, and be consistent. Democratic transformational leadership was outlined throughout the literature as being one of the most effective methods of leading and managing. If the democratic style of leadership does not neatly fit a leader's natural inclination, borrow from another leadership style to create a hybrid philosophy, but once adopted, remain constant with that style. Subordinates want firm, fair, consistent expectations when they approach their leadership. Anything other than a consistent style leaves room for dissention among the rank and file subordinates, and creates an environment of uncertainty and unrest. (Cunningham et. al., 2017).

Conclusion

President Ronald Reagan said, "The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things" (Reagan, 2013).

REFERENCES

- Ackerman, L. (1985). Leadership vs. managership. *Leadership & Organization Development Journal*, 6(2), 17-19.
- Amabile, T. M. (1998). *How to kill creativity*. Harvard Business Review, 76(5), 77-87
- Avolio, B. J., & Bass, B. M. (1988). *Transformational leadership, charisma and beyond*. In J. G. Hunt, B. R. Balaga, H. P. Bachler, & C. Schriesheim (Eds.), *Emerging leadership vista* (pp. 29-50). Elmsford, NY: Pergamon.
- Avolio, B. J., Howell, J. M., & Sosik, J. J. (1999). A funny thing happened on the way to the bottom line: Humor as a moderator of leadership style effects. *Academy of Management Journal*, 42(2), 219-27.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: The Free Press.
- Bass, B. M. (1990). *Bass and Stogdill's Handbook of Leadership* (3rd ed.) New York: The Free Press/MacMillan, Inc.
- Bennis, W., & Nanus, B. (1985). *Leaders: the strategies for taking charge*. New York: HarperCollins Publishers.
- Bhatti, N., Maitlo, G. M., Shaikh, N., Hashmi, M. A., & Shaikh, F. M. (2012). *The impact of autocratic and democratic leadership style on job satisfaction*. International Business Research, 5(2), 192-201. Retrieved from a database at <http://library.umaine.edu>.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row, Publishers, Inc.
- Boyd, J. (1987). *Destruction and creation*. Ft. Leavenworth, Kansas: U.S. Army Command and General Staff College.
- Brooks, D. (2016). *The Road to Character*. Random House USA.
- Cunningham, J., Salomone, J., Wielgus, N., (2015). *Project management leadership style: a team member perspective*. Unpublished Doctoral Dissertation, Drexel University, Philadelphia, PA.
- Claxton, J. D. (2004) *An examination of personality type dominating leadership positions in department of defense program management*. Unpublished Doctoral Dissertation, University of Southern California, CA.
- Choi, J. (2006). A motivational theory of charismatic leadership envisioning, empathy and empowerment. *Journal of Leadership and Organizational Studies*, 13(1), 24-43.

- Dumais, P. A. (2010). *Strategic leadership*. Public Utilities Fortnightly, 148(5), 48-49, 62.
Retrieved from <http://search.proquest.com/docview/340293151?accountid=10559>
- Ensley, M. D., Pearce, C. L., & Hmieleski, K. M. (2006). The moderating effect of Environmental dynamism on the relationship between entrepreneur leadership behavior and new venture performance. *Journal of Business Venturing*, 21(2), 243–263.
- Evans, M. (1974). Extensions of the path–goal theory of motivation. *Journal of Applied Psychology*, 59, 172–178.
- Fairholm, M. R. (2002) *Conceiving leadership: exploring five perspectives of leadership by investigating the conceptions and experiences of selected metropolitan washington area municipal managers*. Unpublished Doctoral Dissertation, George Washington University, Washington, District of Columbia.
- Farling, M., Stone, G., & Winston, B., (1999) Servant leadership: setting the stage for empirical Research. *The Journal of Leadership Studies*, 1999 Vol (6) No. 1/2.
- Giltinane, C. L. (2013). Leadership styles and theories. *Nursing Standard*, 27(41), 35-9.
Retrieved from a database at <http://library.umaine.edu>.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. Mahwah, NJ: Paulist Press.
- Hatami, H., Prince, S., Valdivieso de Uster, M. (2013). *Sales growth through strategic leadership*. McKinsey & Company Executive Forum.
- Hawkins, P. (2011). *Leadership Team Coaching: Developing Collective Transformational Leadership*. London, UK: Kogan Page.
- Hicks, R., & McCracken, J. (2011). *Coaching as a leadership style*. Physician Executive, 37(5), 70-2.
- Hodgkinson, J. (2009). *Leadership styles for program and project managers*. Retrieved from a database at <http://library.umaine.edu>.
- Hollander, E. (1978). *Leadership dynamics*. New York: Free Press.
- House, R. J., & Mitchell, T. (1974). Path–goal theory of leadership. *Journal of Contemporary Business*, 5, 81–97.
- Jacobsen, S. (1994). *Spirituality and Transformational Leadership in Secular Settings: A Delphi Study*. Unpublished Doctoral Dissertation, Seattle University, Seattle, WA.
- Kerr, J. (2013). *Legacy*. Carmelite House, 50 Victoria Embankment, London, England.
- Kidder, R. M. (1995). Universal human values: Finding an ethical common ground.

- Public Management*, 77 (June), 4-9.
- Krupp, S., & Howland, S. (2013). Strategic leadership. *Leadership excellence*, 30(5), 17. Retrieved from a database at <http://library.umaine.edu>.
- Lei, X., Matos, K., O'Neill, O. (2018) Toxic leadership and the masculinity contest culture: how “win or die” cultures breed abusive leadership. *Journal of Social Issues*, Vol. 74, No. 3, 2018, pp. 500-528. doi: 10.1111/josi.12284
- Müller, R., Turner, R., (2010). Leadership competency profiles of successful project managers. *International Journal of Project Management*, 28(5), 437-448. doi:10.1016/j.ijproman.2009.09.003
- Nguyen, T. T. et. al. (2017). Effect of transformational-leadership style and management control system on managerial performance. *Journal of Business Research* 70 (2017) 202–213.
- Pearce, C. L., Sims, H. P., Jr., Cox, J. F., Ball, G., Schnell, E., Smith, K. A., & Trevino, L. (2003). *Transactors, transformers and beyond: A multi-method development of a Theoretical typology of leadership*. *Journal of Management Development*, 22(4), 273-307.
- Powell, C. (2019) Retrieved from <https://www.brainyquote.com>
- Reagan, R. (2013) Retrieved from <https://everydaypowerblog.com/ronald-reagan-quotes/>
- Richards, C., (2012) *Boyd's OODA loop (it's not what you think)*. J. Addams & Partners, Inc. Retrieved from <https://www.academia.edu/>
- Rosenbach, W. E., & Taylor, R. L. (Eds.). (1989). *Contemporary issues in leadership* (2nd ed.). Boulder, CO: Westview Press.
- Ross, J. E. (1993). *Total quality management: text, cases, and readings*. Delray Beach, FL: St. Lucia Press.
- Schneider, B. (1987). The people make the place. *Personnel Psychology*, 40, 437–453.
- Sinek, S. (2011). *Start with why how great leaders inspire everyone to take action*. London: Portfolio Penguin.
- Sinek, S. (2013). *Leaders eat last*. London: Portfolio Penguin.
- Waldman, D. A., Bass, B. M., & Yammarino, F. J. (1990). Adding to contingent-reward behavior: The augmenting effect of charismatic leadership. *Group and Organization Studies*, 15, 381–394.
- Whitmore, J. (2009). *Coaching for performance: growing human potential & purpose*. Nicolas

Brealey Publishing.